USAWC STRATEGY RESEARCH PROJECT

TRANSFORMATIONAL LEADERSHIP: AN IMPERATIVE FOR ARMY RESERVE READINESS IN THE 21ST CENTURY

by

Colonel David E. Chesser
United States Army Reserve

Colonel Joseph H. Ledlow
Project Adviser

U.S. Army War College
CARLISLE BARRACKS, PENNSYLVANIA 17013

Report Documentation Page			*Form Approved* *OMB No. 0704-0188*

Public reporting burden for the collection of information is estimated to average 1 hour per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to Washington Headquarters Services, Directorate for Information Operations and Reports, 1215 Jefferson Davis Highway, Suite 1204, Arlington VA 22202-4302. Respondents should be aware that notwithstanding any other provision of law, no person shall be subject to a penalty for failing to comply with a collection of information if it does not display a currently valid OMB control number.

1. REPORT DATE **15 MAR 2006**	2. REPORT TYPE		3. DATES COVERED **00-00-2005 to 00-00-2006**
4. TITLE AND SUBTITLE **Transformational Leadership An Imperative for Army Reserve Readiness in the 21st Century**			5a. CONTRACT NUMBER
			5b. GRANT NUMBER
			5c. PROGRAM ELEMENT NUMBER
6. AUTHOR(S) **David Chesser**			5d. PROJECT NUMBER
			5e. TASK NUMBER
			5f. WORK UNIT NUMBER
7. PERFORMING ORGANIZATION NAME(S) AND ADDRESS(ES) **U.S. Army War College,Carlisle Barracks,Carlisle,PA,17013-5050**			8. PERFORMING ORGANIZATION REPORT NUMBER
9. SPONSORING/MONITORING AGENCY NAME(S) AND ADDRESS(ES)			10. SPONSOR/MONITOR'S ACRONYM(S)
			11. SPONSOR/MONITOR'S REPORT NUMBER(S)
12. DISTRIBUTION/AVAILABILITY STATEMENT **Approved for public release; distribution unlimited**			
13. SUPPLEMENTARY NOTES			
14. ABSTRACT **See attached.**			
15. SUBJECT TERMS			

16. SECURITY CLASSIFICATION OF:			17. LIMITATION OF ABSTRACT	18. NUMBER OF PAGES **24**	19a. NAME OF RESPONSIBLE PERSON
a. REPORT **unclassified**	b. ABSTRACT **unclassified**	c. THIS PAGE **unclassified**			

Standard Form 298 (Rev. 8-98)
Prescribed by ANSI Std Z39-18

ABSTRACT

The U.S. Army Reserve will face significant challenges over the next decade as it attempts to transform itself into an Expeditionary Force and simultaneously support the Global War on Terrorism. The accelerated pace of change brought about by the Army's transformation efforts and a protracted war on terrorism will more than ever challenge the Army Reserve officer corps. Developing leaders with the visionary and motivational skills that are key elements of the transformational leadership construct will be imperative for future Army Reserve readiness. This paper seeks to answer the research question, how do we ensure that future U.S. Army Reserve officers have full and continuous access and exposure to effective transformational leadership skills? To answer this question, this paper examines the theory of transformational leadership, the underlying reasons this style of leadership is well suited for use by reserve component leaders, and the important role it can play in the Army Reserve. It then advances recommendations for developing officers with the transformational leadership skills that will help ensure Army Reserve readiness in the 21st century.

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attempts to transform itself into an Expeditionary Force and simultaneously support the Global
War on Terrorism. The accelerated pace of change brought about by the Army's transformation
efforts and a protracted war on terrorism will more than ever challenge the Army Reserve officer
corps. As the Army Reserve navigates through the turbulent times ahead visionary leaders
capable of inspiring followers to remain committed to military service will play an instrumental
role in sustaining Army readiness.

     Anyone reading academic literature on leadership or even Field Manual 22-100, *Army
Leadership,* will likely have noticed the emergence of a relatively new concept in this field –
transformational leadership – "the notion that a leader can influence followers to transcend self-
interests and commit themselves to excellence."[1] Transformational theories of leadership
became increasingly popular in the 1980s because they went beyond more simplistic
approaches to leadership by focusing on attitudes and values underlying follower behaviors.[2]
Research conducted by prominent Behavioral and Social Scientists Bernard Bass, Francis
Yammarino, and Bruce Avolio indicates that transformational leadership creates positive
command climates, leads to higher performance and job satisfaction, and correlates with
greater commitment and lower turnover rates among followers.[3]

     This paper will argue that developing leaders with the visionary and motivational skills that
are key elements of the transformational leadership construct will be imperative for future Army
Reserve readiness. Additionally, this paper will answer the research question, how do we
ensure that future Army Reserve officers have full and continuous access and exposure to
effective transformational leadership skills? To answer this question, this paper examines the
theory of transformational leadership, the underlying reasons this style of leadership is well
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leadership skills that will help ensure Army Reserve readiness in the 21st century.

Towards An Understanding of Transformational and Transactional Leadership

     James MacGregor Burns introduced the term "transforming leadership" in 1978 to
describe a relationship in which "leaders and followers raise one another to higher levels of
motivation and morality."[4] Bernard Bass extended Burns's concept to describe those who
motivate followers to greater achievement by presenting followers with a compelling vision and

encouraging them to transcend their own interests for those of the group or unit.[5] A defining characteristic of transformational leadership is the enormous personal impact it has on followers' values, aspirations, ways of thinking about work, and interpreting events.[6] Transformational leaders motivate followers by affecting followers' values and beliefs, which in turn influences behaviors. Leadership theorists frequently refer to transformational theories of leadership as "theories of excellence" because the leader is able to motivate followers to perform at higher levels.[7] By focusing on the attitudes and values – the "heart" of leadership – the transformational leader "obtains more from his or her followers than superficial change in their attitudes or minor increments in their temporary level of motivation."[8]

Bass identified four leadership factors or behaviors that characterize transformational leadership. The first is "idealized influence" or charisma. This factor defines behaviors through which the leader cultivates admiration, respect, and trust in himself among followers. Examples of "idealized influence" include doing what is right rather than what is most convenient and making decisions more transparent by explaining the rationale behind the decisions. Leaders with "idealized influence" are able to obtain extra effort from followers to achieve optimal levels of performance.[9]

Bass' second transformational leadership behavior is "inspirational motivation," which refers to the actions the leader takes to present a vision, set high standards, and convince individuals that they can achieve beyond expectations. Transformational leaders assess the organizational environment both internally and externally to develop a mental picture of what the ideal end-state of the organization ought to be, given the expected future environment. Then, based on "knowledge and values" gained from experience, the leader develops a unique vision for the organization.[10] This vision is more than a goal, unit objective, or commander's intent for a particular operation. It is a value or collection of values that members of the unit believe in and are willing to rally around. The vision is developed as a collaborative effort between the leader and subordinates, with the leader performing the critical role of integrating and guiding the process. The leader through speeches, policies, behaviors, or symbols communicates the vision,[11] provides a sense of direction, purpose, motivation, and identity for members of the organization. When members "buy in" to the vision, they perceive it as worth the effort, creating energy, commitment, and a greater sense of belonging among members. When shared throughout the organization, the vision can move members to significant achievements.[12]

The third transformational leadership behavior is "intellectual stimulation," which includes actions by which leaders promote the intellectual development of followers, challenging subordinates to think for themselves and to evaluate problems in innovative ways. The

transformational leader mentally stimulates subordinates by compelling them to think through problems and present possible solutions. Instead of authoritatively directing how something should be done, the transformational leader uses a participative leadership style and seeks input from subordinates. In doing so, the transformational leader develops subordinate leaders' cognitive skills, empowers them in the decisionmaking process, and gains their "buy in" to the final decision.

The fourth transformational leadership behavior is "individualized consideration," which focuses on the relationship between the leader and each follower. Transformational leaders display a genuine concern for subordinates. This is not simply taking care of the collective welfare of the troops or displaying supportive behavior. Leaders who display strength in this transformational dimension treat each subordinate individually, coaching and advising them, and recognizing subordinates' achievements. Leaders who seek to know their soldiers on a more personal level build bonds between the leader and the led. Once this bond is established, an appeal to values is more likely to motivate a soldier to perform at a level beyond simple compliance.

An example of the impact of transformational leadership can be found in the leadership of the fictional character based on Colonel Joshua Lawrence Chamberlain, commander of the 20 th Maine Regiment during the Civil War. In the novel *Killer Angels*, the Chamberlain character faced a leadership dilemma when 120 mutinous soldiers were assigned to his regiment just one day prior to the Battle of Gettysburg. Although he was authorized to shoot soldiers who refused to fight, the Chamberlain character instead chose to appeal to the soldier's sense of values in an attempt to motivate them to join his ranks and fight. The Chamberlain character appeared before the assembled group and told them:

> The whole Reb army is up the road a ways waiting for us and this is no time for an argument like this. I tell you this: we sure can use you. We're down below half strength and we need you, no doubt of that. But whether you fight or not is up to you. Whether you come along, well, you're coming. I don't want to preach to you. You know who we are and what we're doing here. But if you're going to fight alongside us there's a few things I want you to know. This regiment was formed last fall, back in Maine. There were a thousand of us then. There's not three hundred of us now. Some of us volunteered to fight for Union. Some came in mainly because we were bored at home and this looked like it might be fun. Some came because we were ashamed not to. Many of us…because it was the right thing to do. All of us have seen men die. Most of us never saw a black man back home. We think on that, too. But freedom…is not just a word. This is a different kind of Army. If you look at history you'll see that men fight for pay, or women, or some other kind of loot. They fight for land, or because a king makes them, or just because they like killing. But we're here for something new. This hasn't happened much in the history of the world. We're an army going out to set

other men free. This is free ground. All the way from here to the Pacific Ocean. No man has to bow. No man born to royalty. Here we judge you by what you do, not by what your father was. Here you can be something. Here's a place to build a home. It isn't the land – there's always more land. It's the idea that we all have a value, you and me, we're worth something more than the dirt. I never saw dirt I'd die for, but I'm not asking you to come and join us and fight for dirt. What we're all fighting for, in the end, is each other. I think if we lose this fight the war will be over. So if you choose to come with us I'll be personally grateful.[13]

The Chamberlain character's visionary appeal reportedly inspired 114 of the 120 soldiers to fight with the 20th Maine during the Battle of Gettysburg.[14]

In summary, transformational leadership "transforms subordinates by challenging them to rise above their immediate self-interests."[15] A key component of the transformational leadership theory is the collaborative development of a values based organizational vision that inspires subordinates toward a desired "ideal" end-state. The transformational leader empowers and mentally stimulates subordinates as individuals and then as a group to create a higher performing organization.

One alternative to transformational leadership is transactional leadership. Transactional leadership is an exchange-based relationship between superiors and subordinates. Transactional leaders rely on two primary behaviors, contingent reinforcement and management-by-exception, to produce results. Contingent reinforcement (also referred to as contingent reward) refers to those actions in which "the leader assigns or gets agreement on what needs to be done and promises rewards or actually rewards others in exchange for satisfactorily carrying out the assignment."[16] Leaders who use the authority of their position to motivate subordinates by offering rewards or the threat of punishment practice contingent reward. Transactional leaders frequently prescribe tasks to subordinates by "outlining…the conditions of task completion, the applicable rules and regulations, the benefits of success, and the consequences – to include possible disciplinary action – of failure."[17] Leaders who threaten negative evaluations, punishment under the Uniform Code of Military Justice or promise rewards such as a three-day pass to motivate followers are engaging in contingent reward. Management-by-exception (MBE) is a corrective transaction that may be either active (MBE-A) or passive (MBE-P). Leaders engaged in MBE-A arrange to actively monitor subordinates' assignments to detect deviance from standards, mistakes, and errors to take corrective action as necessary. Leaders who engage in MBE-P wait passively for deviance, mistakes, and errors to occur before taking corrective action and typically do not intervene until problems are serious.

Management-by-exception tends to be less effective than contingent reward or transformational leadership.[18]

The two styles are not mutually exclusive, nor is transformational leadership a panacea for meeting every leadership challenge.[19] Both styles are situational-dependent; there are clearly times when transformational leadership would not be as appropriate. For example, "the prospect of a three-day pass may motivate the post support detail to be more thorough in police call than exhorting them to pick up garbage for the leader's warfighting vision."[20] Also, transactional leadership is generally easier because it does not require an appeal to a sense of value in order to motivate the follower. Where compliance to standard, rather than commitment to ideals, is required to accomplish certain tasks or missions, transactional leadership may be more appropriate.

Military leaders typically exhibit a complementary mix of both transactional and transformational leadership styles. The determination of how to mix the two styles is largely affected by factors such as "organizational climate, unit mission, and the leader's own experience and comfort zone".[21] Other factors that influence the mix between transactional and transformational leadership are the level of the organization and the amount of change required within the unit. Transformational leadership is more appropriate for senior leaders concerned with effecting change over a longer time horizon and it works best when followers perceive that conditions of crisis, change, and instability exist.[22]

A Need for Transformational Leadership

What drives the need for reserve component leaders to rely more heavily on a transformational style of leadership than on transactional leadership? Quite simply, the driving force is change.

With the advent of globalization brought about by technological advances, the opening of previously closed borders, and a desire to compete in free-market economies, the world is rapidly becoming a smaller place.[23] Civilizations and cultures that previously had little contact are now being exposed to each other. These interactions among different civilizations are leading to conflict.[24] Where these conflicts impact vital U.S. strategic interests we will employ military power to protect the American way of life. The idea that democracies will not wage wars against each other has become an axiom.[25] The implication for the United States is that our future conflicts will likely be restricted to situations involving failed or failing nation-states or non-state actors who threaten U.S. security.

Wars involving failed states and non-state actors will be asymmetrical and global, with no definable battlefields or fronts against "ism" enemies (e.g., Islamic extremism and terrorism) who are fighting for cultural or ideological reasons. The Global War on Terrorism is a prime example of what the future holds as we move into "fourth generation"[26] warfare. Whereas the shift from first, to second, to third generation warfare was the result of two major catalysts; technology in the form of weapons and ideas leading to maneuver, the fourth generation will be ideology driven and characterized by wide dispersion of the enemy and a need to collapse the enemy internally.[27] Our status as the world's only military superpower will force potential enemies to develop strategies that shield them from our advanced technological capabilities and afford them opportunities to engage our perceived weaknesses. The enemy will likely wage a protracted irregular war in an effort to exhaust us and force his will.[28] In response, Army Reserve forces will be called upon to support operations against these global threats.

America's first war of the 21st Century, the Global War on Terrorism, has arguably brought the Army Reserve to a dilemma. The frequent use of Army Reserve forces for overseas operations such as Enduring Freedom (OEF) and Iraqi Freedom (OIF) is a significant departure from their planned role as a strategic reserve whose primary mission was to deploy in the later stages of a major conflict if needed. The heavy reliance on reserve component forces for overseas and homeland security missions since September 11, 2001 has resulted in declining readiness, weakening the Army Reserve's preparedness for future missions.[29] The legacy force structure is being stressed to a degree and at a frequency that the Army Reserve cannot sustain without profoundly changing the way it provides forces.[30]

The requirements of fourth generation warfare call for dramatic change within the Army. In response, the Army Reserve is undergoing a metamorphosis in form and structure to meet the challenges of the 21st Century. The Army Reserve is using the energy and urgency of Army Transformation and the operational demands of the Global War on Terrorism to change from a technically focused force-in-reserve to a learning organization that provides trained and ready "active-duty" soldiers poised and available for active service as though they knew the hour and day they would be called.[31] Lieutenant General James R. Helmly, Chief of the Army Reserve, sums it up by saying, "we are changing the Army Reserve more than it has changed in the last 50 years."[32] Such monumental change requires a fundamental shift in the mindset of Army Reserve leadership as it creates rotational depth and responsiveness through implementation of force generation models and human resource management structures that recognize the needs of our most valuable resource, the soldier.[33]

So what does this have to do with transformational leadership? James MacGregor Burns, in his book *Transforming Leadership,* drew a distinction between transactional and transformational leadership. He defined transactional leadership as the pursuit of change in measured, and often reluctant, doses where the leader serves as a broker when the stakes are low. In contrast, he linked profound change with transformational leadership. Burns described transformation as "to cause a metamorphosis in form or structure, a change in the very condition or nature of a thing, a change into another substance, a radical change in outward form or inner character, as when a frog is transformed into a prince or a carriage maker into an auto factory".[34] As its name implies, transformational leadership is about change. It works best when followers perceive that conditions of crisis, change, and instability exist or when there are high levels of follower disenchantment.[35] During such periods, a transformational leader can appeal to the values of his or her followers to motivate them to transcend their own self-interest for the good of the organization. Disenchanted followers are particularly receptive to the inspirational influence attempts made by the transformational leader as he provides the direction and vision needed to energize the organization and guide it through the crisis, change, or period of instability. [36]

The Army Reserve is undergoing profound change as it restructures to meet the needs of the Army and the joint force for ready-now, agile, and adaptive forces with rotational depth. Recognizing that sustaining support for our nation's protracted anti-terrorism war will require drastic and enduring change, the Army Reserve's senior leadership is now committed to greater change than any time in its history. To successfully implement the Army Reserve Expeditionary Force (AREF) model, the Army Reserve will need leaders with both visionary and inspirational motivation skills capable of successfully leading organizations through this period of dramatic change.

One of the greatest challenges currently facing the Army Reserve is the retention of soldiers within Troop Program Units as active participants. The uncertainty brought about by the restructuring of units to support Army modularity and the possibility of another OEF or OIF deployment is cause for many Army Reserve soldiers to question their commitment to continued service. As of October 2005, 9.7% of 168,419 ready reservists assigned to Troop Program Units were listed as "non-participants" by the Army Reserve.[37]

Although Army Reserve soldiers volunteer for military service by signing an enlistment contract or oath of office that obligates them to a mandatory term of service, a soldier can stop attending scheduled training which in effect breaches his or her contract with little fear of reprisal. Seldom does a soldier face disciplinary action in the form of a charge of desertion,

administrative discharge with an "other than honorable" characterization of service, bad conduct discharge, or possible confinement. In most cases no action is taken against the soldier and infrequently does the Army Reserve administratively separate a soldier under Chapter 13 proceedings for unsatisfactory performance.[38] For decades, commanders and senior leaders burdened with leadership responsibilities have not taken the time to pursue punishment, or at least administratively separate absent reservists, preferring instead the easier method of transferring "non-participants" to another command – the Individual Ready Reserve. Soldiers who have apprehensions about continued service, or who become dissatisfied with their unit of assignment due to the quality of training, leadership, or overall organizational climate, can stop attending scheduled training without fear of a serious repercussion. To be successful in this operating environment, Army Reserve leaders must exercise a more motivational and inspirational style of leadership.

Bernard Bass summed up the value of transformational leadership stating,

One of the ways to achieve the needed alignment of individual soldier interests with the interests of one's unit, organization, and the Army as a whole is through leadership at all levels. Whereas commitment and involvement of the better educated, more intelligent, more fully trained, diverse, technologically tuned-in, and more skeptical about the ideals of just causes and patriotic duty personnel may be maintained to some degree by the "carrot and stick" contingent reinforcement of transactional leadership, it is argued that much more will be achieved if transformational leadership is added.[39]

Consonant with Bass' assessment, increased use of transformational leadership behaviors by Army Reserve leaders can play a significant role in gaining greater commitment on the part of soldiers and thus retaining them as active participants in Troop Program Units. This will in effect measurably improve readiness within the Army Reserve.

There are numerous studies of leadership in military settings that show that transformational leadership behaviors create positive command climates, lead to greater performance from subordinates, and are strongly related to subordinates extra effort, job satisfaction, and commitment. Four representative studies are described below to provide a flavor of this research.

A January 2004 study authorized by the Commanding General, U.S. Army Training and Doctrine Command, and assigned to the Commandant, U.S. Army War College for execution, sought to identify those behaviors that are crucial for contemporary leader effectiveness.[40] The study was designed to take advantage of recent experiences within Army units just returned from service in Operation Iraqi Freedom. It included surveys and interviews with 77 officers from four Divisions, two Corps Commanders, and a Deputy Corps Commander ranging in grade

from Captain to Lieutenant General. The study relied on interview data as well as on quantitative results from the survey instruments to identify actions that officers take to create a command climate that supports sustained operational excellence and motivates competent people to continue military service. One instrument in the study, the Campbell Leadership Descriptor, required participants to describe "Self," "Good Leader," and "Poor Leader," using 40 positive descriptions of behavior. The study identified eight behaviors that good leaders displayed and that poor leaders do not, described as persuasive, encouraging, mentoring, trusted, a good coach, a good teacher, listens well, and credible. Figure 1 below correlates the good leader behaviors to transformational behaviors.

Good Leader Behaviors

Persuasive: Presents new ideas in ways that create "buy-in" from necessary constituencies.
Encouraging: Helps others to achieve more than they thought they were capable of achieving.
Mentoring: Provides challenging assignments and related coaching.
Trusted: Is trusted by individuals and groups in conflict to be a fair mediator.
A good coach: Gives constructive feedback in a way that benefits individuals.
A good teacher: Communicates critical information needed by groups to perform well.
Listens well: Open and responsive when receiving ideas from others.
Credible: Believable, ethical, trustworthy, has few hidden motives.

Transformational Behaviors

Idealized influence: Behaviors through which the leader cultivates admiration, trust and respect.

Inspiration motivation: Actions taken by leader to present a vision, set high standards and convince followers they can achieve beyond expectations.

Intellectual stimulation: Actions taken by leader to promote intellectual development of followers. Leader encourages followers to think in new ways to foster creativity. Involves participative leadership.

Individualized consideration: Behaviors through which the leader displays genuine concern for followers. Includes coaching, mentoring, advising and recognizing followers' needs.
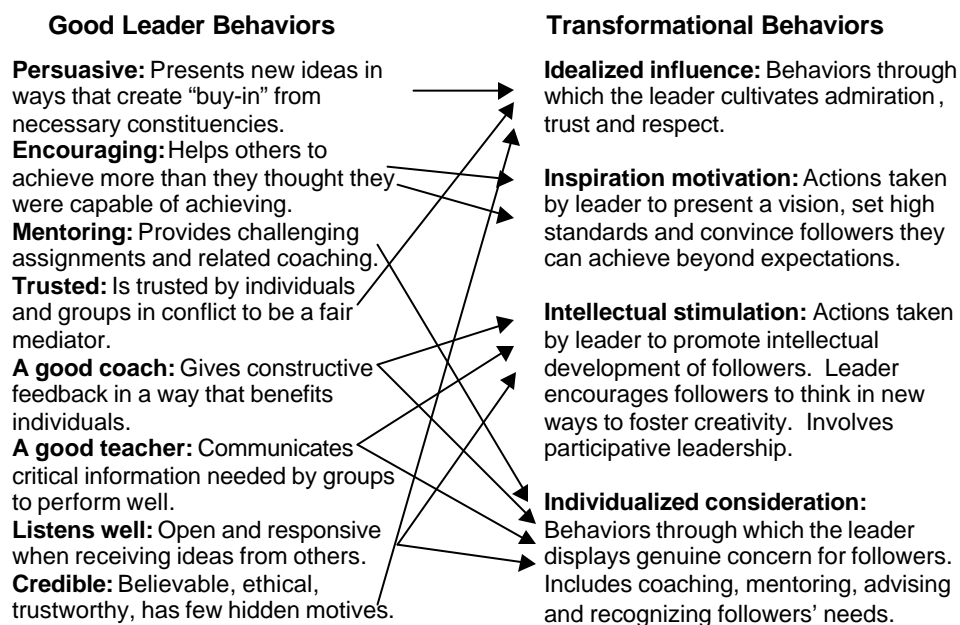
FIGURE 1

The eight behaviors relate directly to those attributed to transformational leadership. Although this study was not specifically designed to research transformational leadership behaviors, its conclusions demonstrate that transformational leadership behaviors have a substantial positive impact on the quality of the command climate, lead to sustained operational readiness, and motivate soldiers to continue military service.

One of the early studies of transformational leadership in the military involved officers of the United States Navy who were rated on leadership effectiveness by senior subordinates.[41]

The study published in 1990 was conducted by prominent behavior scientists Francis Yammarino and Bernard Bass to provide a conceptual clarification and empirical test of transformational leadership by focusing on leader-follower relationships in terms of multiple levels of analysis. The focal leaders were 186 Navy officers who were graduates of the United States Naval Academy and on active duty assigned to the Naval Warfare Fleet. Using a Multifactor Leadership Questionnaire designed to measure transformational, transactional, and so-called laissez-faire leadership ("indecisive," "uninvolved," and "reluctant to take a stand") behaviors data about the officers were collected from 793 senior subordinates of the officers. The subordinates were composed of both enlisted soldiers and officers who had worked with the focal leaders for periods ranging from three months to two years. The study found that transformational leadership was related more strongly to subordinates' extra effort, commitment and satisfaction with the focal officers, and the officers' effectiveness, than was transactional leadership.

A study conducted jointly by the U.S. Army Research Institute for Behavioral and Social Sciences and the Center for Leadership and Organizational Research at the U.S. Military Academy collected and analyzed data from 3,204 soldiers from 41 battalions at six Army posts to determine transformational leadership effects at different Army levels.[42] In this study, researchers collected followers' ratings of battalion commanders, company commanders, and platoon leaders. The study found that transformational leadership behavior augmented the effects of transactional behaviors on followers' job motivation and commitment, and indicated that the unique effects of transformational leadership on subordinate job motivation increased as a function of leadership level. This suggests that transformational leadership exists more often at higher levels in military organizations (i.e. battalion, group, brigade, or division command).

In a 2002 study, researchers Taly Dvir, Don Eden, Bruce J. Avolio, and Boas Shamir sought to determine the impact of transformational leadership on follower development and performance.[43] During the field experiment conducted at the Israel Defense Forces School, cadets completing infantry officer basic training were divided into two groups consisting of an experimental group and a control group. Each group participated in a three-day workshop designed to enhance their leadership abilities before they became platoon leaders. The experimental leaders received transformational leadership training, while the control leaders went through routine eclectic leadership training. Following completion of the officer basic course, 54 officers were assigned as platoon leaders in basic training units, where they were evaluated to determine the extent to which they influenced their 90 direct followers and 724

indirect followers. The study indicated that the experimental group leaders had a more positive impact on direct followers' development and on indirect followers' performance than did the leaders in the control group. In fact, the experimental platoons outperformed the control platoons in every performance area. The study concluded by stating "that transformational leadership, enhanced by training, can augment the development of human resources and their performance in a variety of organizational contexts."[44]

Research data clearly shows that leaders who exercise a more transformational leadership style, whether they are serving as platoon leaders or division commanders, are more effective than leaders who use a predominately transactional style of leadership regardless of how "effectiveness" has been defined or measured.[45] The data also shows that transformational leadership is correlated with lower turnover rates, higher satisfaction and commitment, as well as greater organizational success.[46] In sum, there is substantial evidence to suggest that the Army Reserve can achieve higher levels of soldier commitment and retention, and thus, higher levels of operational readiness through transformational leadership and should take steps to further cultivate this leadership style.

<u>Recommendations for Cultivating Transformational Leadership Behaviors</u>

To ensure that officers have full and continuous access and exposure to effective transformational leadership skills the Army Reserve should implement policies and procedures that cultivate a greater use of this leadership style. This paper offers four recommendations that if implemented, will help to ensure Army Reserve officers have full and continuous access and exposure to effective transformational leadership skills.

<u>Professional Curriculum</u>

First, the Army Reserve must press the Army Training and Doctrine Command to change the curriculum within the Professional Development Education school system as it relates to leadership training. A review conducted by the author of the Basic Officer Leadership Course (BOLC), Captains Career Course (CCC), and Intermediate Level Education (ILE) course core curriculums found that the transformational theory of leadership is not currently taught as an element of these courses. Eclectic leadership training is embedded in the curriculum of all three courses; however, transformational leadership training is noticeably absent. Implementation of an existing transformational leadership-training program developed by Bernard Bass and Bruce Avolio of State University of New York's Center for Leadership Studies can resolve this issue.[47] The training program consists of 14 modules taught over five days. The training program which uses background reading, case studies, practical exercises, peer reviews, and a leadership

assessment using the Multifactor Leadership Questionnaire is specifically designed to "promote awareness and then to change behaviors in the direction of more effective transactional and transformational leadership performance."[48] The program could easily be adapted for use in the BOLC, CCC and ILE courses to develop transformational leadership behaviors.

<u>Performance Appraisals</u>

Second, the Army Reserve should use performance appraisals to reinforce and cultivate transformational leadership behaviors. Doing what is rewarded is a conditioned response and one of the most powerful of human emotions.[49] Unfortunately, under the current Officer Evaluation Report (OER) system the emphasis placed on a leader's ability to develop an effective organization and to create and sustain a healthy unit pales in comparison to the priority placed on assessing his or her individual performance in terms of mission accomplishment.[50] The current OER system "focuses on and rewards immediate goals."[51] Steven Jones in his research paper on improving accountability for effective command climate postulated, "Our performance appraisal system focuses on here-and-now competencies, individual skills and training proficiency, not organizational development aptitude."[52] This reinforces a transactional style of leadership focused on short-term priorities instead of longer-term priorities concerned with the health and vitality of the organization best achieved through transformational leadership. Leadership is now defined as having both a mission accomplishment (operating) and organizational growth (improving) component.[53] One need only look as far as the Army's definition of leadership - "influencing people by providing purpose, direction, and motivation while *operating* to accomplish the mission and *improving* the organization" - to see that equal emphasis should be given to long-term organizational improvement during officer evaluations.[54] "Regrettably, OER assessments provide a skewed and incomplete picture of leadership ability and potential, and consequently reward behaviors that do not put organizational effectiveness first."[55]

To resolve this issue, raters at all levels must be cognizant of the problem and give equal consideration to mission accomplishment as well as long-term organizational improvement when completing performance appraisals. Officer evaluations should focus on leadership performance as it relates to climate in the unit, performance of its component teams and the leadership group, and less on observed performance of the individual leaders.[56]

<u>360 Feedback</u>

Third, the Army Reserve should incorporate 360-degree feedback into performance appraisals. The use of multi-source feedback has gained widespread acceptance and use

within the Army over the past decade but only as a development tool – "a means to help people build new skills and overcome weakness."[57] The Special Forces community and the Ranger Battalions, ROTC and service academies, Warrant Officer Staff College, Army Management Staff College, Army War College, and a number of basic branch officer courses currently use 360-degree feedback for development purposes.[58] Additionally, more than 60 percent of Fortune 500 companies use muti-rater feedback mechanisms for development and appraisal of leaders.[59] The Army Reserve should take the lead in this area and incorporate the use of 360-degree feedback into the officer evaluation report system in order to develop transformational behaviors and more accurately assess leadership ability. Lieutenant General (Ret) Walter Ulmer, President of the Center for Creative Leadership, and a recognized authority on military leadership, is a vocal supporter of the 360-degree officer evaluation system. Ulmer emphasizes the need for some form of subordinate input to officer evaluations stating, "Only the led know for certain the leader's moral courage, consideration for others, and commitment to unit above self. If in fact we prize these values and want to ensure we promote those who have routinely demonstrated them, some form of input from subordinates is required."[60] Ulmer goes on to state, "We have found no way to verify the presence or absence of some crucial leader behaviors than to query the followers."[61] Without bottom-up feedback many of the critical characteristics and behaviors of the transformational leader go unnoticed by the boss but are glaringly evident to subordinates and peers.[62] The Army must come to grips with this fact if it is going to recognize its best leaders and cultivate transformational leadership behaviors.

There will of course be opponents to incorporating 360-degree feedback into performance appraisals within the Army Reserve. The officers who would never have survived under such an enlightened system will say it shouldn't be done.[63] Others will likely argue against it because it will draw on finite resources to implement. Furthermore, implementation of a 360-degree feedback program will require a major culture change within the Army Reserve. However, its adoption will lead to more accurate assessments of leadership effectiveness and cultivation of transformational leadership behaviors.

While implementation of 360-degree assessments as part of the officer evaluation process would have been difficult and expensive a decade ago, the Internet and availability of commercial, low-cost software make 360-degree instruments readily available and affordable.[64] The Army Reserve could adapt the Multifactor Leadership Questionnaire for this purpose. This 360-degree assessment, which is completed by the officer as well as three superiors, three peers and four subordinates, is designed to provide feedback on both transactional and transformational leadership behaviors. The assessment could be completed annually so that it

is available for use by rating officials. Results of the 360-degree assessment could be provided to both the rater and senior rater for consideration during preparation of the officer efficiency report. Rating officials would then have the appropriate tools to assess and develop transformational leadership behaviors.

<u>Self Development</u>

Lastly, the Army Reserve should take steps to more effectively institutionalize self-development within the officer ranks. Self-development, the "third pillar" of the officer professional development model (institutional schooling, operational assignments, and self-development), is poorly operationalized throughout the Army. [65] Whereas institutional schooling and operational assignments are focal points for leader development in the Army Reserve, self-development programs are typically localized phenomenon that are highly dependent on the interests and skills of unit leaders.[66] The implementation of a formalized officer self-development program within the Army Reserve offers tremendous potential for further cultivating transformational leadership behaviors.

The Army Reserve should implement officer self-development as a component of a mentoring program that requires the rated officer to identify a non-chain of command coach, who is equal in rank and experience to the rater, to assist the subordinate leader in interpreting 360-degree feedback results. Using these results, the officer would be required to develop an appropriate action plan to strengthen his/her overall leadership abilities with a specific focus on transformational behaviors. Upon completion of the self-development action plan, the subordinate leader should be required to present the proposed plan to his or her rater. "Such a mechanism provides the subordinate leader with nonevaluative and experienced coaching, facilitates organizational and leader development, and enables the chain of command to reinforce and assess corrective actions for the good of the organization, the leader, and the Army."[67] Most importantly, the action plan will be based on feedback from followers who are in the best position to assess transformational behaviors such as "articulating a motivational vision, providing intellectual challenge, inspiring teamwork, considering subordinates as individuals, being open to ideas, demonstrating moral courage, and setting the example of subordinating self to mission."[68]

<u>Conclusion</u>

Leadership theorists and behavioral scientists agree, and research studies show, that transformational leadership creates positive command climates, leads to higher performance and job satisfaction, and is correlated with greater commitment and lower turnover rates among

followers. As the Army Reserve tackles the challenges of transforming itself to an expeditionary force while simultaneously supporting our nation's efforts in the Global War on Terrorism, developing officers with full and continuous access and exposure to transformational leadership skills will be an imperative to achieving and sustaining combat readiness. To cultivate transformational leadership skills within the officer corps the Army Reserve should implement four recommendations. First, the Army Reserve should request that the Army Training and Doctrine Command incorporate transformational leadership training into the BOLC, CCC, and ILE curriculum. Second, use performance appraisals to reinforce transformational leadership behaviors. Third, incorporate 360-degree feedback into performance appraisals. Lastly, institutionalize self-development through a mentoring program. Implementation of these recommendations, in full or in part, will better posture the Army Reserve to meet the requirements of warfare in the 21st century.

<u>Endnotes</u>

[1] Kevin S. Donohue and Leonard Wong, "*Understanding and Applying Transformational Leadership,"* Military Review 74, no. 8 (August 1994): 24.

[2] Ibid, 24.

[3] Derived from multiple sources; Bernard M. Bass, *Transformational Leadership: Industrial, Military and Educational Impact,* (Mahwah, NJ.: Lawrence Erlbaum Associates, 1998), 2. Bernard M. Bass and Bruce J. Avolio, "Developing Transformation Leadership: 1992 and Beyond", *Journal of European Industrial Training* 14 (1992): 23. Taly Dvir, Don Eden, Bruce J. Avolio, and Boas Shamir, "Impact of Transformational Leadership on Follower Development and Performance: A Field Experiment," *The Academy of Management Journal* 45, no. 4 (August 2002): 735-744. Francis J. Yammarino and Bernard M. Bass, "Transformational Leadership and Multiple Levels of Analysis, *Human Relations* 43 (1990): 975-995.

[4] James M. Burns, *Leadership* (New York, NY.: Harper and Row, 1978), 20.

[5] Bass, *Transformational Leadership: Industrial, Military and Educational Impact*, 26.

[6] Gary Yukl, "An Evaluation of Conceptual Weaknesses in Transformational and Charismatic Leadership Theories", *Leadership Quarterly* 10 (1999): 285-305.

[7] Donohue and Wong, 24.

[8] Ibid, 25.

[9] Bernard M. Bass and Bruce J. Avolio, "Developing Transformation Leadership: 1992 and Beyond", *Journal of European Industrial Training* 14 (1992): 22.

[10] U.S Department of the Army, *Strategic Leadership Primer, ed.* Stephen A. Shambach, 2nd ed. (Carlisle Barracks: Department of Command, Leadership, and Management, U.S. Army War College, 2004), 23.

[11] Donohue and Wong, 29.

[12] In addition to communicating a vision to the followers, the transformational leader also communicates high expectations and confidence in the followers. By raising subordinates' self-confidence and by being enthusiastic and optimistic about followers' work, transformational leaders exhort followers to transcend themselves. An excellent example of this behavior is offered in the leadership of Dr. Martin Luther King Jr. King's vision, "that one day on the red hills of Georgia the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood," offered in his famous "I Have A Dream" speech, attracted millions to the 1960s civil rights movement. This example was originally offered by Kevin S. Donohue and Leonard Wong in "*Understanding and Applying Transformational Leadership,* 28-29

[13] Donohue and Wong, 29-31.

[14] Michael Shara, *Killer Angels* (New York, NY,: Ballantine Books ,1974), 17-32. Although a fictional account of Colonel Joshua Lawrence Chamberlain's actions, the character depicted is based largely on historical fact. The *Killer Angels* is widely recommended on military professional development reading lists because of its historically accurate depiction of the Civil War.

[15] U.S. Department of the Army, *Army Leadership,* Field Manual 22-100 (Washington, D.C.: U.S. Department of the Army, August 1999), 3-17.

[16] Bass, *Transformational Leadership: Industrial, Military and Educational Impact,* 6.

[17] Field Manual 22-100, *Army Leadership,* 3-17.

[18] Bass, *Transformational Leadership: Industrial, Military and Educational Impact,* 7.

[19] Donohue and Wong, 30.

[20] Ibid, 30.

[21] Ibid, 30.

[22] Jay A. Conger and Rabindra N. Kanungo, "Conclusions: Patterns and Trends in Studying Transformational Leadership", in *Charismatic Leadership,* (San Francisco, CA.: Jossey-Bass, 1988), 213-236.

[23] Thomas L. Friedman, *The Lexus and the Olive Tree,* (New York, NY.: Anchor Books, 2000), 7-9.

[24] Samuel P. Huntington, "*The Clash of Civilizations,"* Council on Foreign Relations, Summer 1993 [journal on line]; available from http://www.alamut.com/subj/economics/misc/ lash.html; Internet; accessed 15 November 2005.

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[27] Ibid, 24.

[28] Ibid, 24.

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[30] Lieutenant General James R. Helmly, "A Component for Change: Army Reserve Must Alter Itself to Meet Anti-Terrorism Challenge," *Armed Forces Journal* (May 2005): 42.

[31] Ibid, 40.

[32] Ibid, 40.

[33] Ibid, 42.

[34] James M. Burns, *Transforming Leadership: A New Pursuit of Happiness,* (New York, NY.: Atlantic Monthly Press, 2003), 24.

[35] Jay A. Conger and Rabindra N. Kanungo, "Conclusions: Patterns and Trends in Studying Transformational Leadership", in *Charismatic Leadership,* (San Francisco, CA.: Jossey-Bass, 1988), 224-236.

[36] Donohue and Wong, 27.

[37] U.S. Army Reserve Command (USARC) G1, "Commanders Conference," briefing slides with scripted commentary, Atlanta, GA. ,14 November 2005.

[38] LTC Vivian Shafer, former Staff Judge Advocate, 99th Regional Readiness Command (USAR), interview by author, 14 December 2005, Carlisle, PA.

[39] Bass, *Transformational Leadership: Industrial, Military and Educational Impact,* 2.

[40] Walter F. Ulmer, Jr., Michael D. Shaler, R. Craig Bullis, Diane F. DiClemente and T. Owen Jacobs, *Leadership Lessons at Division Command Level – 2004,* (Carlisle Barracks: U.S. Army War College, 5 November 2004),1-7.

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[43] Taly Dvir, Don Eden, Bruce J. Avolio, and Boas Shamir, "Impact of Transformational Leadership on Follower Development and Performance: A Field Experiment," *The Academy of Management Journal* 45, no. 4 (August 2002): 735-744.

[44] Ibid, 743.

[45] Bass and Avolio, 23.

[46] Ibid, 23.

[47] For a detailed description of the Transformational Leadership Training Program see Bass and Avolio, "Developing Transformation Leadership: 1992 and Beyond", 21-27.

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[54] Field Manual 22-100, 1-4.

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[61] Ibid, 22.

[62] Ibid, 15.

[63] Galloucis , 50.

[64] Jones, 27.

[65] Ibid, 17.

[66] Ulmer, "*Military Leadership into the 21st Century: Another Bridge Too Far?,"* 12.

[67] Ibid, 28.

[68] Ibid, 16.